



## INDIA HOOK ELEMENTARY

2068 Yukon Drive  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	537 Students	
<b>Principal</b>	Crystal Guyton	803-985-1600
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

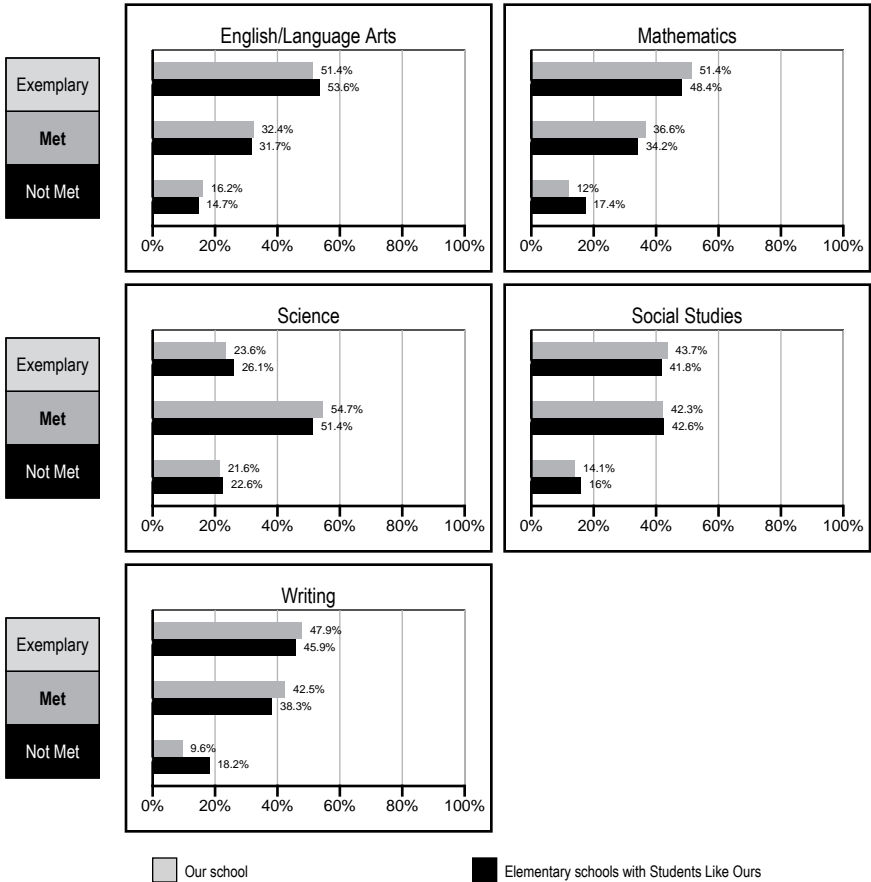
92.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
32	14	3	2	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=537)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.4%	0.8%	1.1%
Attendance rate	96.6%	Up from 96.4%	96.5%	96.2%
Served by gifted and talented program	22.6%	Up from 13.3%	22.2%	13.4%
With disabilities other than speech	1.8%	Down from 5.4%	4.1%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	68.8%	Down from 69.4%	63.6%	62.5%
Continuing contract teachers	96.9%	Up from 72.2%	89.6%	88.2%
Teachers returning from previous year	95.8%	N/A	87.9%	87.8%
Teacher attendance rate	96.3%	Down from 97.2%	95.4%	95.2%
Average teacher salary*	\$45,669	Down 1.8%	\$48,174	\$46,773
Professional development days/teacher	9.4 days	Up from 7.4 days	9.5 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.0 to 1	20.9 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 92.8%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,447	Down 2.3%	\$7,112	\$7,447
Percent of expenditures for instruction**	74.0%	Up from 73.1%	68.7%	68.4%
Percent of expenditures for teacher salaries**	72.9%	Up from 71.1%	67.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

India Hook Elementary School opened in August of 2007. During our fourth year, we have continued to refine the quality of education we provide for our students as well as the enrichment opportunities outside of the core curriculum.

We offer a balanced literacy program and guided reading instruction that is designed around individual needs. A two hour block of time is designated in every classroom for a balanced literacy program. During this time, students receive "just right" instruction that is tailored to individual reading levels, writing levels, and word knowledge.

Our math program includes a workshop format. Students are given meaningful tasks to solve and are allowed time and support as they work through a task to find solutions. This year we have focused energy and time in making sure every child has support along the way in math if they are not mastering key concepts. Grade levels worked together to creatively group students for a 30 minute block of the day to fine tune the math concepts they were missing. Special area teachers joined this effort and helped teachers create small groups that were more manageable. Teachers also worked together to improve science instruction and to better coordinate the use of our science kits. We have seen awesome results from this intentional examination of how we teach science.

Our club opportunities have grown this year to include American Sign Language and Recycling. We have continued to offer Girls on the Run and Art Club for all grade levels. We have also continued to offer a single gender option in fifth grade and have found this to be beneficial for students and parents.

We believe that a child must learn to live healthy in a world that does not always value health and physical fitness. One of our primary goals continues to be that our fifth graders leave us with a mindset of staying healthy, active, involved, and productive. Our Fun Run committee worked diligently to include healthy eating, exercise, and nutritional education opportunities for every child throughout the month of March. We are extremely grateful for our Fun Run Committee which helped raise over \$26,000 for our school and orchestrated activities and educational opportunities for children and parents to become more healthy through exercise and nutrition.

India Hook was recognized again as a PALMETTO GOLD recipient. We are extremely proud of this honor because it is the highest honor possible in South Carolina for academic performance. It signifies the level of our commitment and our belief that every child can and will learn. Our staff accepts and supports every child where they are academically but challenges and supports them to stretch themselves and grow.

Our community partnerships and faith-based partnerships continue to stand in the gap for our students and families by providing clothing, food, and by meeting basic needs for medical and vision care. These partners provided financial assistance and many hours of volunteer time to cover needs of mentoring, monitoring events, and tutoring.

This year has brought unprecedented challenges with budget cuts at the state and local level for the third year in a row, and our students and staff continue to rise to the challenges placed before them. We remain committed to meeting every child's needs and to making all decisions based on what is best for children.

Submitted by Crystal Guyton, Principal, & Katarina Moyon, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	71	64
Percent satisfied with learning environment	100.0%	89.9%	88.7%
Percent satisfied with social and physical environment	100.0%	87.0%	90.5%
Percent satisfied with school-home relations	100.0%	87.3%	93.7%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

\* Or greater than last year

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	234	98.3	15	32.9	52.1	94.4	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	116	99.1	17.1	32.4	50.5	92.4	79.5	78.7	N/A	N/A
Female	118	97.5	13	33.3	53.7	96.3	86.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	99.4	6.5	30.1	63.4	98.7	91.2	88.9	Yes	Yes
African American	37	97.3	33.3	43.3	23.3	86.7	72.4	72.9	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	29	96.6	50	41.7	8.3	75	77.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	15	80	N/AV	N/AV	N/AV	100	54.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	92	52.6	36.8	10.5	68.4	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	99	98	30.6	42.4	27.1	88.2	75	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	234	99.6	11.6	36.7	51.6	92.1	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	116	100	12.3	38.7	49.1	93.4	80.9	79.9	N/A	N/A
Female	118	99.2	11	34.9	54.1	90.8	85.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	100	5.8	32.5	61.7	95.5	91	88.9	Yes	Yes
African American	37	97.3	26.7	53.3	20	80	72.6	71.4	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	29	100	32	48	20	84	79.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	15	93.3	28.6	35.7	35.7	78.6	51.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	40	40	20	80	78	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	99	99	23.3	43	33.7	84.9	75.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	158	100	21.6	54.7	23.6	78.4	72.1	68.6
<b>Gender</b>								
Male	78	100	19.7	59.2	21.1	80.3	71.1	68.3
Female	80	100	23.4	50.6	26	76.6	73.2	68.9
<b>Racial/Ethnic Group</b>								
White	106	100	13.6	54.4	32	86.4	84.8	80.7
African American	26	100	50	40.9	9.1	50	54.6	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	24	100	N/AV	N/AV	N/AV	66.7	66.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	61.7	70.8
<b>Disability Status</b>								
Disabled	11	100	45.5	45.5	9.1	54.5	43.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	18	100	N/AV	N/AV	N/AV	60	63.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	66	100	37.3	52.5	10.2	62.7	60.3	57.3

**Social Studies**

All Students	155	100	14.7	42	43.4	85.3	75.9	72.5
<b>Gender</b>								
Male	81	100	14.7	38.7	46.7	85.3	75.8	72
Female	74	100	14.7	45.6	39.7	85.3	76	73.1
<b>Racial/Ethnic Group</b>								
White	109	100	4.8	39	56.2	95.2	85.6	81
African American	25	100	42.9	52.4	4.8	57.1	63.2	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	15	100	N/AV	N/AV	N/AV	50	66.9	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	65.8	73.5
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	45.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	14	100	54.5	36.4	9.1	45.5	67.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	66	100	27.6	46.6	25.9	72.4	65.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	76	100	9.6	42.5	47.9	90.4	75.7	73.2	96.6	96.2
Gender										
Male	38	100	14.3	57.1	28.6	85.7	71	67.2	96.4	96.1
Female	38	100	5.3	28.9	65.8	94.7	80.6	79.4	96.7	96.3
Racial/Ethnic Group										
White	51	100	3.9	35.3	60.8	96.1	87.4	81.5	96.5	96.1
African American	14	100	16.7	58.3	25	83.3	60.2	61.3	96.6	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.5	87	96.1	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.3	66.7	96.6	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	67.4	72.2	95.2	94.6
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	36.4	26	95.6	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.7	65.7	96.9	96.7
Socio-Economic Status										
Subsidized meals	32	100	20.7	58.6	20.7	79.3	64.6	63.2	96	95.7

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	77	94.8	14.3	21.4	64.3	85.7
	4	79	97.5	15.3	40.3	44.4	84.7
	5	77	100	14.9	48.6	36.5	85.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	79	96.2	22.1	25	52.9	77.9
	4	79	98.7	11	38.4	50.7	89
	5	76	100	12.5	34.7	52.8	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	77	97.4	18.6	25.7	55.7	81.4
	4	79	98.7	6.9	37.5	55.6	93.1
	5	77	100	21.6	50	28.4	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	79	100	20	25.7	54.3	80
	4	79	98.7	11	41.1	47.9	89
	5	76	100	4.2	43.1	52.8	95.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	37	100	29.4	35.3	35.3	70.6
	4	79	100	16.7	56.9	26.4	83.3
	5	39	100	29.7	64.9	5.4	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	39	100	25	50	25	75
	4	79	100	18.9	58.1	23	81.1
	5	40	100	23.7	52.6	23.7	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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I/S--Insufficient Sample

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	40	100	5.6	36.1	58.3	94.4
	4	79	100	15.3	43.1	41.7	84.7
	5	38	100	23.7	36.8	39.5	76.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	40	100	22.9	25.7	51.4	77.1
	4	79	100	16.2	44.6	39.2	83.8
	5	36	100	2.9	52.9	44.1	97.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	77	98.7	17.1	32.9	50	82.9
	4	81	100	16.2	36.5	47.3	83.8
	5	79	100	17.3	36	46.7	82.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	76	100	9.6	42.5	47.9	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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